



FOR WOMEN

THE LADY'S BOOK OF FANCY STITCHES

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**Attitudes of Students in Indiana State Teachers
College Toward Teaching As a Career¹**

John R. Shannon

Professor of Education

Indiana State Teachers College

The professional lifetime of teachers is short. Nola A. Smith recently found it to be nine years in Indiana.² Her review of the literature on the subject showed that figures for three other states, for the United States as a whole, and for Indiana, at various times during the decade preceding the "depression" to be considerably less. Since these studies show the average length of time that teachers actually remain in the profession, the question arises, "What is the attitude of students in teachers colleges toward the length of time they expect to teach?" The answer to this question, as given by 1,100 students at In-

diana State Teachers College, is given in this report.

As the students of this college registered for the winter quarter of 1937, the registration officials gave each an extra form calling for information for this study. The principal item on the form asked the students, "Which of the following statements most nearly describes your present attitude toward the total length of time you expect to teach? As long as I live in case I can get positions; a few years while I see whether I like teaching; a few years until a good offer of marriage or other good position comes; not at all—I do not expect to become a teacher." The students were also asked the total number of years they thought they would remain in the teaching profession. In addition to these basic items, the form asked for certain preliminary facts needed in classifying the major data. The students were asked to "Notice that this form does not call for your

¹Ten graduate students in Education 561 in the winter quarter of 1937 assisted in the tabulation of the data of this survey.

²Nola A. Smith, *A Study of the Length of Service of Teachers in the Public Schools of Indiana*, unpublished Master's thesis at Indiana State Teachers College, 1936.

name. This is to assure you that personal considerations cannot enter into the treatment of the data you submit."

Several students, probably not recognizing the purpose of the form, supplied the preliminary data but omitted the principal item. When their forms were discarded, 1,097 usable ones remained; therefore, three late registrants were sought out and asked to fill out the form so as to have 1,100 answers.

Three hundred fifty of the 1,100 students indicated that they expected to teach for life; 310 said they would teach a few years while they saw whether they liked teaching; 302 confessed that they intended to teach only until a good offer of marriage or other good position came; and 138 declared that they did not expect to teach at all. Less than half gave any definite figures on how many years they expected to remain in the profession. Of course, the 138 who intended never to teach left this last item blank. Most of the 350 who planned to teach for life either omitted the last item or made indefinite statements such as "forever," "as long as possible," or "indefinitely"; therefore, most of the 533 students who gave definite figures were those who contemplated teaching only a few

years. As a result, the figures are not representative, so no further attention to actual years of expectancy will be given in this report.

The preliminary items consisted of matters deemed helpful in classifying the major data. They included sex, race, age, class, curriculum, first major, name of high school graduated from, the father's occupation. The name of the high school was sought for two purposes: It indicated the distance of a student's home from the college; and it gave some suggestion as to whether a student was from an urban or a rural community. A student was classified as rural if he came from an Indiana township high school, urban if from an Indiana city or town high school, and unclassified if out of the state. The father's occupation was sought as an index of the economic background of a student. Father's occupations were classified according to an outline adopted from Gowin, Wheatley, and Brewer,* but revised.

Table I presents the basic data classified according to an outline adapted from the preliminary data. This table is the principal thing in this report, and all the remainder of the report grows out of facts disclosed by the table.

TABLE I
DISTRIBUTION OF STUDENTS ON VARIOUS BASES WITH RESPECT TO
HOW LONG THEY EXPECT TO TEACH

Classification of Students	Number of Cases	Percentages Indicating Their Expectations to Teach			
		For Life	For Tryout	As a Stepping-Stone	Never
Sex					
Female -----	694	27.4	26.4	35.9	10.3
Male -----	398	39.2	31.9	13.1	15.8
Not answered-----	8				
Age					
17 or less-----	83	27.7	21.7	33.7	16.9
18 -----	237	27.8	25.7	29.5	16.9
19 -----	262	28.2	33.2	28.6	9.9
20 -----	184	26.6	25.5	33.7	14.1
21 -----	114	28.1	33.3	24.6	14.0
22-5 -----	158	43.7	33.5	17.1	5.7
Over 25 -----	55	65.5	9.1	18.2	7.3
Not answered-----	7				

*Enoch B. Gowin, William A. Wheatley, and John M. Brewer. *Occupations*. (Boston: Ginn and Company, 1923).

TABLE I. (Continued)

Classification of Students	Number of Cases	Percentages Indicating Their Expectations to Teach			
		For Life	For Tryout	As a Stepping-Stone	Never
Class					
Freshman -----	404	29.2	26.0	28.9	15.8
Sophomore -----	371	33.1	27.5	27.2	12.1
Junior -----	155	27.7	34.2	27.7	10.3
Senior -----	141	36.9	31.2	23.4	8.5
Graduate -----	26	46.2	23.1	26.9	3.8
Not answered -----	3				
Curriculum					
2-yr. primary -----	139	30.9	29.5	38.8	.7
2-yr. intermediate -----	151	39.7	31.1	28.5	.7
4-yr. elementary and junior high	42	50.0	23.8	21.4	4.8
Regular college -----	361	28.8	28.8	21.1	21.3
Special college -----	387	28.9	27.1	29.5	14.5
Graduate -----	12	41.7	16.7	41.7	---
Not answered -----	8				
First major					
Art -----	39	33.3	28.2	20.5	17.9
Commerce -----	165	23.0	26.6	32.1	18.2
English -----	105	34.3	22.9	23.8	19.0
Foreign language -----	13	38.5	23.1	23.1	15.4
Home economics -----	87	21.8	24.1	40.2	13.8
Industrial arts -----	41	46.3	39.1	9.8	4.9
Mathematics -----	23	43.5	26.1	26.1	4.3
Music -----	67	37.3	16.4	35.9	10.4
Physical education -----	45	40.0	31.1	22.2	6.7
Science -----	113	22.1	35.4	16.8	25.7
Social studies -----	58	37.9	34.5	15.5	12.1
2-year elementary and not answered -----	344				
Location of home					
Vigo County -----	435	26.7	25.1	25.7	22.5
Bordering counties -----	237	32.9	32.5	24.9	9.7
Farther away -----	422	36.3	29.4	30.3	4.0
Not answered -----	6				
Type of community					
Urban -----	679	31.7	24.9	27.1	16.3
Rural -----	357	33.1	34.2	26.6	6.2
Not answered and out of state -----	64				
Father's occupation					
Agriculture and mining -----	325	35.7	30.8	29.2	4.3
Total -----	1,100	31.8	28.2	27.	12.5
Manufacturing and commercial -----	215	23.3	27.0	25.6	24.2
Professional -----	103	26.2	25.2	30.1	18.4
Skilled labor and transportation -----	221	32.6	27.6	30.3	9.5
Unskilled labor, miscellaneous, and not answered -----	236	36.0	27.5	22.9	13.6
Race					
White -----	1,038	31.3	28.6	27.1	13.0
Colored -----	58	39.6	22.4	34.5	3.4
Not answered -----	4				
Total -----	1,100	31.8	28.2	27.5	12.5

*"Unanswered" is grouped with unskilled labor on the assumption that some students whose fathers were unskilled laborers, unemployed, or on W. P. A. left the item blank.

The table shows that less than one-third of the students plan to follow teaching for life, and that one-eighth do not expect to follow it all. This may seem discouraging, but in another "of our largest state teachers colleges less than six per cent . . . look forward to teaching more than ten years and less than twenty per cent over five years."⁴ Thus it seems that the short professional lifetime of teachers discovered by Miss Smith and others (see footnote 2) may not grow out of the teachers' discouragement, out of politics, or out of prejudices against married women, but out of the teachers' predetermination.

It is notable that men students look toward life careers in teaching in considerably larger proportions than women and that women much more than men expect to teach only until good offers of marriage or other good positions come.

There are not marked differences in expectancy between age or class groups during the period of years ordinarily devoted to college attendance. It is only the students above twenty-one and the graduate students who differ noticeably in their attitude toward remaining in the teaching profession.

But very few students on the two-year elementary curriculums do not intend to teach. Those who are using the college for liberal arts purposes are more prone to enroll in the regular and special college curriculums. Students on the four-year elementary and junior high school curriculums, and the graduate students, look toward life careers in teaching more than others. No graduate students say they will never teach.

Students with first majors in commerce, home economics, and science are less disposed to look toward teaching as a life calling. Many of the home economics girls evidently are taking their work seriously

and expect to apply it in actual homemaking soon. Industrial arts, mathematics, and physical education majors, on the other hand, express the aim of following teaching more than students with majors in other subjects.

As might be expected, students living close to the college are more likely to attend because of convenience, with no thought of becoming teachers, than students living farther away. Almost forty per cent of the 1,100 students live in the county where the college is located (Vigo), and between one-fifth and one-fourth of these state that they never intend to teach.

Not much difference can be noted between urban and rural students in their attitudes toward following teaching. A larger percentage of city students do not intend to teach at all, but this number is largely influenced by the preponderance of Terre Haute high school graduates.

Last, but again not least, of the notable observations from the data of this study is the effect of economic background of the students. Children of the more favored economic groups do not look toward teaching in as large proportions as children of men who work for a living. The noticeable difference in attitude between white and negro students is evidence of the same point.

The influence of economic determinism on the personnel of the teaching population is not new or even newly observed. As early as 1911, Coffman pointed out that less than twenty-three per cent of America's teachers came from business and professional parentage, and that "the classes with the least income are contributing the largest percentages of teachers."⁵ Other surveys both earlier and later concur in the same findings. The present one is just one more in this regard.

This survey shows the attitude toward the vocation of teaching by the student body of one state teachers college at a time
(Continued on page 60)

⁴From a news item in the *Journal of the National Education Association*, November, 1936, page A-121. A letter to the editor brought a reply from Mr. Morgan that the information "was taken from an unsolicited manuscript which was returned to its author" and that he did not remember what college it was.

⁵Lotus D. Coffman, *The Social Composition of the Teaching Population* (New York: Teachers College, Columbia University, 1911), pp. 73, 77.

Who's Who in German Geology

Dieter Hoenes

Institute of Mineralogy

University of Freiburg

Freiburg im Breisgau, Germany

and

Robert Whitcomb Karpinski

Assistant Professor of Geology and Geography

Indiana State Teachers College

Editor's Note: This list of German workers in the field of geology is intended to carry on the list which was prepared several years ago for the geologists in France. It is hoped that with sufficient cooperation this will be followed by a list of the teachers of geology and mineralogy in the other leading countries of Europe. This list was prepared by Dr. Dieter Hoenes of Freiburg im Breisgau and has been translated by Dr. Robert Whitcomb Karpinski.

UNIVERSITIES

BERLIN

Mineralogy

P. RAMDOHR: mineralography specialist; Saxony tectonics.

BELOWSKI: crystal structure analysis.

MENZER

SEIFERT

Geology

H. STILLE: (well-known tectonician).

SOLGER: quaternary geology.

DAHLGRUN: regional geology.

HAARMANN: general geology, theory of earth movements (oscillation theory).

GOTHAN: geology of coal deposits.

QUENSTEDT: (well-known paleontologist).

LOTZE: tectonics.

STAPPENBECK: general geology.

BONN

Mineralogy

K. CHUDOBA: petrography.

Geology

H. CLOOS: (one of the leading students of structural geology).

M. RICHTER: regional geology, Alpine geology.

WANNER: Ore deposits.

POHLIG: historical geology.

TILMANN: regional geology.

JAWORSKI: paleontology.

BRESLAU

Mineralogy

SPANGENBERG: mineralogy.
Geology

BEDERKE: (well-known tectonician), regional geology.

MEYER: glacial geology.

RODE: paleontology.

PETRASCHECK: ore deposits.

ERLANGEN

Geology

VON FREYBERG, KROMBECK: paleontology.
Mineralogy

CHRIST

FRANKFURT am MAIN

Mineralogy

NACKEN: chemical mineralogy.
Geology

RICHTER

FREIBURG im BREISGAU

Mineralogy

H. SCHNEIDERHOHN: mineralography, ore deposits. Geology of South Africa. Leading authority on mineral resources of Germany.

Geology

W. SORGEL: Glacial geology.

GIESSEN

Mineralogy

LEHMANN: chemical petrology, chemical mineralogy.

Geology

HUMMEL

KLUPFEL: general geology, regional geology.

GOTTINGEN

Mineralogy

F. K. DRESCHER-KADEN: (well-known petrographer).

LAVES: crystal structure analysis.

MANNKOPF: spectroscopic analysis.

ERNST: petrography.

Geology

ABEL: (well-known paleontologist).

W. SCHMIDT: historical and stratigraphic geology.

Physics of the Earth

ANGENHEISTER

GREIFSWALD

Mineralogy

R. GROSS: crystal structure analysis.

Geology

S. VON BUBNOFF: well-known tectonician, regional geology.

FREBOLD: ore deposits.

HALLE

Mineralogy

L. F. VON WOLFF: well-known vulcanist, general geology.

Geology

J. WEIGELT: very well-known paleontologist.

VOIGT: regional geology.

HAMBURG

Mineralogy

H. ROSE: general mineralogy.

Geology

R. BRINKMANN: glacial geology and general geology.

J. WYSOGORSKI

E. KOCH

W. ERNST: glacial geology.

HEIDELBERG

Mineralogy

H. HIMMEL: crystallography.

O. ERDMANNSDORFER: well-known petrographer.

Geology

J. L. WILSER: geology of the Black Forest.

FR. ROHERER

A. STRIGEL

JENA

Mineralogy

HEIDE: crystallography, chemical mineralogy.

Geology

RUGER: petrography, regional geology.

Seismology

A. SEIBERG

KIEL

Mineralogy

J. LEONHARD: crystal structure analysis.

Geology

BEURELEN: glaciology, paleontology.

KOLN

Mineralogy

G. KALB: crystallography.

Geology

PHILIPP: regional geology, general geology.

KONIGSBERG

Mineralogy

SCHLOSSMACHER: physiography.

Geology

PRATJE: oceanography.

K. ANDREE: physiography and geophysics.

LEIPZIG

Mineralogy

K. H. SCHEUMANN: (very well-known general petrographer, petrography of the Saxon Mountains).

KORDES: physical-chemical mineralogy.

SCHIEBOLD: crystal structure analysis, structure of the silicates.

Geology

R. HEINZ

KRENKEL: geology of Africa.

	MARBURG	MUNICH
WEIGEL	<i>Mineralogy</i>	Bavarian Geological Survey. 1851
	<i>Geology</i>	SCHUSTER, Director
R. WEDEKIND:	paleontology.	
	MUNCHEN	ROSTOCK
	<i>Mineralogy</i>	Mecklenburg Geological Survey. 1889
GOSSNER:	crystal structure analysis.	K. VON BULOW, Director
	<i>Geology</i>	
BROILI:	paleontology.	STUTTGART
KOLBEL:	general geology.	Wurttemburg Geological Survey. 1903
	MUNSTER im WESTFALEN	M. BRAUNHAUSER, Director
	<i>Mineralogy</i>	
ERNST		MINING SCHOOLS
	<i>Geology</i>	CLAUSTHAL—ZELLERFELD
SCHUH		PRUSSIAN MINING SCHOOL
	ROSTOCK	<i>Mineralogy</i>
	<i>Mineralogy</i>	FR. BUSCHENDORF
CORRENS:	sedimentary-petrography.	<i>Geology</i>
	<i>Geology</i>	A. BODE
K. VON BULOW		
	TUBINGEN	FREIBERG im SACHSEN
	<i>Mineralogy</i>	<i>Mineralogy</i>
MACHATSCHKI:	(leading authority on crystal structure analysis), crystal structure of the silicates.	H. VON PHILIPSborn
	<i>Geology</i>	<i>Geology</i>
E. HENNIG:	well-known paleontologist.	FR. SCHUMACHER
VON HUENE:	paleontology.	O. STUTZER
		F. KOLGER
	WURZBURG	TECHNICAL HIGH SCHOOLS
VALETON	<i>Mineralogy</i>	(Engineering Colleges)
	<i>Geology</i>	AACHEN
R. WURM:	geology of Bavaria, general geology.	<i>Mineralogy</i>
		H. EHRENBERG
	GEOLOGICAL SERVICES	<i>Geology</i>
	DARMSTADT	L. VON ZUR MUHLEN, Director
Hessian Geological Survey. 1882		
O. DIEHL, Director		BOCHUM
FREIBURG I BREISGAU		P. KUKUK
Baden Geological Survey. 1888		
C. SCHNARRENBERGER, Director		DARMSTADT
JENA		<i>Geology</i>
Thuringian Geological Survey. 1925		W. WAGNER
F. DEUBEL, Geologist		
LEIPZIG		DRESDEN
Saxony Geological Survey. 1872		E. RIMANN, Director
K. PIETZSCH, Director		HANNOVER
		P. J. BERGER, Director
		KARLSRUHE
		A. GOHRINGER, Director
		MUNICH
		H. STEINMETZ, Director
		STUTTGART
		M. BRAUNHAUSER, Director

A Bibliography of German Magazines and Journals in the Fields of Geology and Mineralogy

Carabelle G. Dickey

Reference Librarian

Indiana State Teachers College

and

Dieter Hoenes

Institute of Mineralogy

University of Freiburg

Freiburg im Breisgau, Germany

and

Robert Whitcomb Karpinski

Assistant Professor of Geology and Geography

Indiana State Teachers College

Editor's Note: The list of German periodicals has been prepared following the procedure used in listing the French periodicals in 1935.¹ Dr. Dieter Hoenes prepared a list of most important German periodicals dealing with the field of geology and these have been added to a more complete list which was secured from the *Bibliography and Index of Geology Exclusive of North America*, Vol. I, 1933, and Vol. II, 1934, prepared by John M. Nickles and Robert B. Miller and published by the Geological Society of America under "Bibliographic Contributions" as a part of the activity made possible through the magnificent gift of Richard Alexander Fullerton Penrose, Jr.

This list has been checked by Mrs. Carabelle G. Dickey, reference librarian of the Indiana State Teachers College. It is hoped that this list will prove of interest to students of geology in this country in aiding them to gain an introduction to the extensive German contributions to the field of geological literature.

¹Appeared in the *Teachers College Journal* of January, 1935, Volume VI, Number 3.

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Badische Geologische Abhandlungen. Karlsruhe. 1929+.

Badischer Landesverein für Naturkunde und Naturschutz. Mitteilungen. Freiberg i. B. 1-300, 1882-1915. New series 1919+. Title varies as *Botanischer Verein für den Kreis Freiburg und das land Baden*, and as *Badischer Botanischer Verein*.

Bavaria. Geologische Landesuntersuchung. Abhandlungen. München. 1929+.

Bayerische Akademie der Wissenschaften. Mathematisch-naturwissenschaftliche Abteilung. München. 1871-1914 as its *Mathematisch-physikalische Classe*.

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- Bergbau.* Gelsenkirchen. 1888+.
- Bergwerk und Hütte.* Halle a. S. 1-21, 1907-27 as *Kali...* 22-28 No. 6, 1928—Mr. 31 *Kali und Verwandte.* Title varies.
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- Brennstoff-chemie; Zeitschrift für Chemie und Chemische Technologie der Brennstoffe und ihre Nebenprodukte.* Essen 1920+.
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(Continued on page 60)

Music in the Secondary Schools and Teacher Preparation

Earle Connette¹

M.S. 1935

Indiana State Teachers College

It is not uncommon for students to matriculate in teachers colleges on public school music curriculums with little or no musical training. There is a direct relation between the musical education of entering students and the amount of music education necessary to equip them for teaching in the public schools. This condition, no doubt, has been one of the salient factors in causing teachers colleges to demand the four-year curriculum with specialization in music. Should entering students be as well prepared in music as the liberal arts majors are in the common subjects, it is probable that the amount of music education now required by teachers colleges would not be as great, or that the education of music teachers would be more widely distributed, thus enabling them to acquire a greater variety of knowledges both in music and in other fields. Music teachers are rightly accused of being narrow and subject-centered. It is true that too often they think in terms of teaching music rather than in terms of teaching children. Music teachers often lack the ability to apply the common laws of learning to teaching children music because instructors in educational psychology do not possess enough knowledge of music education to make the application. In the special methods classes, as a rule, instructors are too occupied with the special devices and techniques of music instruction to give attention to the psychological foundation upon which all teaching and learning is founded.

Another reason for music teachers with broader preparation is that few beginning music teachers are able to teach music solely in their first positions. Many institu-

tions, especially those maintained by the states, require all students to pursue programs that will enable them to qualify for certification in at least two subjects. Directors of music departments would do well if they would make a survey of the teaching combinations most likely to be demanded with music. A splendid study of this type was made for the State of Indiana by Harry E. Elder, registrar of Indiana State Teachers College.²

Until the "special subjects" become an established part of the secondary curriculum as other subjects are, it will be necessary for music teachers to have more preparation in order to teach intelligently. It will be difficult for them to prepare to teach one or more subjects in addition to music. It is true, in most cases, that prospective music teachers have done much work under private teachers; this too has a bearing. But the writer feels safe in saying, and most music educators agree, that only in exceptional case does the private music teacher give the student a background of the fundamentals of musicianship which consist of ear-training and the rudiments of theory. Instead, the private teacher's aims have been to produce a technician having skill in the manipulation and playing of the particular instrument the student is studying, or in singing if the student is a vocalist. Music education is like any other subject, students must have the proper foundation, that is, in comparison with mathematics, they must know and comprehend fractions before they can proceed to decimals.

¹Mr. Connette is now acting head of the department of music, Eastern State Teachers College, Madison, South Dakota.

²Harry E. Elder, "Teaching Positions in 'Special' Subjects in Indiana High Schools," *Teachers College Journal*, Vol. V., No. 3, (Terre Haute: Indiana State Teachers College, January, 1934), pp. 188-190.

From the above paragraph it is seen that elementary and secondary-school music have bearing on music teachers' preparation. When the situation is reversed it is seen that teacher-preparation has a decided influence on elementary—and secondary—school music. The attitudes of the institutions of higher education determine the attitudes of the high schools themselves. The high school administrator is inclined to offer only those courses which will be accepted by the colleges to meet entrance requirements. This condition is true all over the country, everywhere high school courses are strongly affected by college entrance requirements. This factor is often of so much weight that the non-recognition of the music work in the secondary schools by institutions of higher education may serve to nullify the benefit of the credits given for high school graduation.

Since teachers colleges and state universities are looked to for educational leadership in many sections of the country and since state superintendents of public instruction are disposed to accept their requirements as model, the status of high school music is often dependent upon the attitude of these institutions. If higher institutions choose to recognize high school music for entrance credit, there is an incentive to develop the kind of music worthy of credit. If, on the other hand, they do not choose to recognize it, music will continue to be largely an extra-curricular activity. In other words, high school music courses must be on a par with other subjects in the curriculum before the work will be accredited by the institutions of higher learning.

At Dallas in 1927, the Department of Superintendence adopted the following resolution:

"(1) We favor the inclusion of music in the curriculum on an equality with other basic subjects. We believe that with the growing complexity of civilization more attention should be given to the arts, and, that music offers possibilities as yet but partially realized for developing an appreciation of the finer things of life. We therefore recommend that all adminis-

trative officers take steps towards a more equitable adjustment of music in the educational program, involving time allotment, number and standard of teachers, and equipment provided.

"(2) We believe that an adequate program of high school music instruction should include credit equivalent to that given other basic subjects for properly supervised music study carried on both in and out of school. Moreover, the recognition of music by the high schools should carry with it similar recognition of its values by colleges and other institutions of higher education. We recommend that the Department of Superintendence favor a study of present practices as to music credits."³

In 1929 these resolutions were further treated by this organization. The topic discussed was: "Is Music an Appropriate and Worthy Subject for Inclusion in College Preparatory Classes?" Will Earhart, director of music in the Pittsburgh public schools, presided. Supt. William J. Bogan of Chicago read a paper entitled "The Place of Music in the School Curriculum." Perhaps the most significant point in this paper was his statement: "My subject was originally 'The Place of Music in the High Schools,' but it can have no worth while place in the high school unless it has been given an opportunity to develop through kindergarten, elementary school, and junior high school."⁴ In connection with college entrance requirements, Peter W. Dykema of Teachers College, Columbia University, presented a study of the attitude of colleges toward music. This study shows that of the 592 institutions tabulated, 450 or seventy-six per cent accept music for entrance while 142 or twenty-four per cent do not. Fully half of these institutions have begun to recognize music within the last ten years. The amount of credit accepted varies from one-half credit to seven credits or units, which would mean from one-thirtieth to one-half of the total amount of fifteen

³Music Educators National Conference, *Yearbook for 1927* (Chicago), p. 331.

⁴Music Educators National Conference, *Yearbook for 1929*, (Chicago), p. 38.

credits or units. The predominating number of credits or units is one or two.⁵

A growing tendency toward a more liberal recognition of high-school entrance credits in music is noted in making a comparison of the survey by McConathy, Gehrkens, and Birge⁶ in 1920 with that made by the Musical Educator's National Conference in 1930.

The following table gives the comparison:

TABLE I

COMPARISON OF HIGH SCHOOL EN-
TRANCE CREDITS IN MUSIC IN
1920 WITH THOSE IN 1930

21 State Universities Accepting Music		Total Number of Music Credit	Total Number of Music Credit
	1920	1930	1930
No Credits----	4	0	0
One Credit----	6	6	10
Two Credits----	4	8	10
Three Credits--	3	9	12
Four Credits--	1	4	32
Five Credits---	2	10	10
Six Credits----	1	6	0
Total -----		43	66
Mean -----		2	3

It is seen that all of the universities comprising this study permit entrance credit in music at the present time. Moreover, the mean for the 1930 study is three, which is a fifty per cent increase in the last ten years.

The question of standards and quality of work required for college entrance is of great importance. Secondary-school music must be based upon a definite plan which will insure a high quality of work.

⁶National Bureau for the Advancement of Music, *Bulletin* 71, (New York: 1930), p. 9.

⁴Bureau of Education, Department of the Interior, *Bulletin No. 9*, (Washington: U. S. Government Printing Office, 1921).

being done before ample recognition will be given. The National Research Council, a committee of the Music Educators National Conference, in 1928 reported on courses for high school music credit.⁷ The outline of the courses contained in this report was approved by the Commission of Secondary Schools and Curricula of the North Central Association of Secondary Schools and Colleges.⁸ The Council attempted to interpret, by means of a set of subject aims and objectives, the larger educational objectives tentatively adopted by the association. In the interest of educational clarity, the council tried to recast the statement of some of the courses which the association had tentatively accepted in 1927. Two additional courses, one in choral music and one in instrumental music, were added in the hope of making the sequence of courses more easily adaptable to large and small school systems.

The courses treated were of curricular rather than extra-curricular character. It was stated that there was abundant justification for much extra-curricular music but that it should be considered independently and carried on apart from that which is studied for credit.

The intention of the report was merely to indicate the type and general character of the credit courses, leaving to special committees of the Music Educators National Conference the development of content and recommendation for procedure.

It must be realized, however, courses of study and procedure notwithstanding, that the success and popularity of the high school music program ultimately rest with the music teacher; the fact that he may be inadequately prepared is largely the fault of the institutions for the education of teachers.

¹Music Educators National Conference,
Bulletin No. 10, (Chicago, 1928).

"North Central Association Quarterly,
March, (1928), Vol. II, No. 4, pp. 504-522.

Around the Reading Table

SAUCIER, W. A. *Introduction to Modern Views of Education*. Ginn and Company, Chicago, 1937. 490 pp.

After a brief historical survey of education the author becomes an advocate of "progressive education," and in a scholarly attempt "annihilates" other theories and schools of education. Copious bibliographies and footnotes are included. He bases his arguments on gestaltist psychology, the sociology of environment, and the philosophy of John Dewey. He would revamp schools around activities, reject the theory of a constant I. Q., liberate intelligence through democratic procedure in classroom and activities, and would control environment, prevent disease, save pupils from malnutrition, and prohibit anti-social activities. Such control of natural and social environment would further liberate intelligence, which in turn would improve the environment still more. There is hope even for the dullard who is not feeble minded, for he can be taught to think better. Moral conduct can be induced by such a procedure. Case studies of individuals will be used in place of intelligence tests, and essay examinations will supplant objective tests because they develop thinking and measure attitudes better.

Thoughtful educators may wish to doubt some of the assumptions, statements, and implications. Must subject matter have social content before it can promote effective thinking (147)? Are specialized skills a desirable goal only in a static society (242)? Are rules for asking questions unimportant (296)? Can facts be learned in isolation and be kept in isolation (384)? Should history be taught so that it would contribute to pupils' outlook so effectively that they "can evaluate the attempt of the Roosevelt administration to solve the economic and social problems of the depression" (359)?

The reviewer would approve much of what is presented, including the belief that supervisors and administrators should permit the teachers greater freedom in teaching and be less "scientific" in administration (139, 408). He is right in stating that to improve the gangboy, gangland must be improved (109). No matter what one's philosophy of education may be, one would profit from reading this text, which deals with a broad range of education problems from the scientific and philosophical points of view. The reader should remember in reading it, that the author is an advocate of "progressive education," and that he approaches his task much as the crusader approached the Holy Land.

—Waldo F. Mitchell

Indiana State Teachers College

UMSTATTD, J. G. *Secondary School Teaching*. Ginn and Company, Boston, 1937. 459 pp.

The author states that his purpose is "to integrate for the prospective teacher still in college and for the teacher in service the best theory and practice of the recent developments with the best practices long used by superior teachers." Accordingly, in discussing the various topics usually included in a textbook on principles of teaching, he shows how current theories and practices have evolved from the ideas of Herbart and other great contributions of the past.

The author devotes a large part of his book to so-called progressive practices. Topics which receive much more emphasis than most authors give include the unit idea, the workbook, visual aids, radio, and extra instructional activities of the teacher. Especially significant is the emphasis on teaching as individual guidance and the various aspects of normal healthy adjustment.

The author is to be commended for introducing considerable material from research studies, but in connection with a number of important topics there is a lack of helpful material. The treatment of various important teaching procedures is formal and brief, and there is practically no application to specific learning tasks in subjects of the curriculum. Much of the material on teaching procedures should be built upon the psychology of learning, but the author makes little reference to psychological principles.

This volume should serve as a useful reference on certain topics mentioned above, which have not heretofore received much emphasis.

—E. L. Welborn
Indiana State Teachers College

RANDALL, HARLAN J., and DAGGETT, CLAY J. *Consumer's Cooperative Adventures*. The Whitewater Press, Whitewater, Wisconsin, 1936. 642 pp.

This book was written in response to a demand created by the Wisconsin Legislature in 1935. According to a bill passed this legislature, cooperative marketing and consumer's cooperation must be taught by every common school, high school, teachers college and normal school, and by the state university.

This treatise of consumer's cooperation is a case study of a number of adventures in cooperative enterprises for the benefit of consumers. The enterprises considered include the Rochdale Society of England, the Cloquet Cooperative Society at Cloquet, Minnesota, a number of California cooperative retail stores, cooperative educational

organizations, credit unions, the Harvard University Cooperative, a cooperative life insurance association, and recently organized cooperatives to distribute electric power produced by Federal Government dams. Thirty-one such organizations are considered in the book.

Although the book purports to be an unbiased, factual account of these enterprises, it is not difficult to see that the cause of cooperation is well supported by its authors. The early history, problems, and mistakes of many of these enterprises are described in such a manner that the book should prove quite beneficial to organizers of cooperatives in the future. The present condition, based on recent statements, indicates varying degrees of efficiency and stability for the cases considered.

The organization and subsequent failure of approximately eighty small cooperative groceries in California during the period of the Epic propaganda is described. These cases should present food for thought at the present time when the federal administration considering plans to encourage consumer cooperation.

Practically every individual enterprise considered by the authors has been successful from the point of view of the corporation. However, the amount returned to the patrons in the form of patronage dividends is small when their advantages from tax exemption are considered. The dividends normally run from two to three per cent. This is a point worthy of note for the layman who has entertained the idea that he could purchase his needs through a cooperative at a price slightly above wholesale.

The book may be easily read by a high school student and is suitable material for the school library. It is well written and organized except that there is an unnecessary number of parenthetical expressions.

—George J. Eberhart
Indiana State Teachers College

KEFAUVER, GRAYSON N., and HAROLD C. HAND. *Kefauver-Hand Guidance Tests and Inventories.* The World Book Company, Yonkers-on-Hudson, New York, 1937.

This series of tests and inventories relates to the educational, social, civic, health, recreational, and vocational activities of students. There are six tests and two inventories intended for use in grades seven to fourteen. The purpose of the tests is to make more effective any program of guidance which may be in use.

The tests seem to be very carefully constructed and in a try-out with more than 1,000 students give reliability coefficients ranging from .77 to .89, which are very satisfactory for tests of this type. A long period of research and experimentation pre-

ceded the final publication and the value of the tests as instruments of measurement seems well established.

In the earlier days of the measurement movement efforts was centered upon the academic achievement of children because that was most easily measured. Continuous extension into new fields and refinement of technique has in recent year enabled scientific measurement to make a valuable contribution to every objective of education. In the improvement of the student's personality and in his efforts to make successful adjustments there is need for diagnosis, analysis, and reconstruction. Any helps such as these new tests should be welcomed by all teachers who are interested in guidance. Their use should lead to a greater measure of self-guidance on the part of the student.

—E. L. Abell
Indiana State Teachers College

SMITH, HENRY LESTER, and WILLIAM ISAAC PAINTER. "Bibliography of Literature on Education in Countries Other Than the United States of America," *Bulletin of the School of Education of Indiana University.* Bureau of Cooperative Research, Indiana University, Bloomington, Indiana, March, 1937. 341 pp.

The special aim in the preparation of this bibliography has been the presentation of references in such a form as to be of particular assistance to the student who desires to locate discussions on any specific phase of education in foreign countries.

The bulletin contains only references which have been published in the English language since the World War and which deal in whole or in part with the aims, status, developments, and factors influencing education in the various countries during the twentieth century. It includes materials which have been written about all phases and levels of educational activity, regardless of whether the program is supported and controlled by the government, by individuals, or by lay or denominational groups. By referring to the bibliography the student may find sources of information regarding one or more aspects of education in nearly all of the major political divisions of Europe, Asia, Africa, Australia, Central and South America, and Canada, and in many islands.

CLARKE, JOHN R., ARTHUR S. OTIS, and CAROLINE HUTTON. *Modern School Arithmetic.* Edited by Raleigh Schorling. World Book Company, Yonkers-on-Hudson, New York, 1937. Third Grade, 274 pp.; Fourth Grade, 257 pp.

An examination of the third and fourth grades texts of the Modern-School Arithmetic series discloses evidences of the ef-

fect of educational psychology in the teaching of arithmetic. The authors have studied the activities of children as well as their intellectual abilities, interests, and emotions. The materials of instruction represent those problems which make the child better able to manage his own life and understand his environment.

One is impressed by the abundance of practice material related to child interest and activities thereby fixing the meanings of concepts and principles, in contrast to purely manipulative abstract drill. New processes are presented in finely graded steps of difficulty, and the required reading ability is that of the average reader in a similar grade. It is of particular inter-

est to note that there are seventeen different problem solving helps leading the pupils to successful experience in analysis, reasoning, and problem solving.

Each chapter has a diagnostic test with keyed remedial reteaching and practice. There are mastery tests measuring the minimum essentials of each chapter. This feature is noteworthy, for these elements have been selected from materials which include much enrichment material planned to meet differences in ability. It gives a clear definition of a year's work in each grade.

—R. F. McDaid
Indiana State Teachers College

ATTITUDES OF STUDENTS IN INDIANA STATE TEACHERS COLLEGE TOWARD TEACHING AS A CAREER

(Continued from page 48)

of widespread unemployment following a "depression." Similar surveys should be made in the same college at other times. Also, we can say with the *Journal of the National Education Association*, "It would

be interesting if a similar study could be made of the expectation of students in other colleges for the preparation of teachers."¹

¹*Op. cit.*

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